

**SUBJECT:** Adoption of January 24-25, 2005, Agenda

**RECOMMENDED ACTION:** Adopt the January 24-25, 2005, agenda as presented and/or amended.

**SUBJECT:** Approval of November 14-15, 2005, Meeting and Public Hearing Minutes

**RECOMMENDED ACTION:** Approve the November 14-15, 2005, meeting and public hearing minutes as written and/or amended.

**SUBJECT: Reading of the 2006 Teacher of the Year resolution**

**BACKGROUND INFORMATION:** The following resolution was presented to Barbara Dowling, South Dakota's 2006 Teacher of the Year, during the January 23 banquet for South Dakota's 2006 Teacher of the Year and 2005 Milken Educator.

**RECOMMENDED BOARD ACTION:** Motion to adopt the resolution and read it into the minutes.

**SUBJECT: Health Education Curriculum Analysis Tool (HECAT)**

**BACKGROUND:** Over the past few years, the Division of Adolescent and School Health at the Centers for Disease Control and Prevention (CDC-DASH) has been developing the Health Education Curriculum Analysis Tool (HECAT). The HECAT is an analysis tool designed to provide a structured process to improve curriculum selection and curriculum development.

The HECAT contains guidance, analysis items, and resources for carrying out a clear, complete, and consistent examination of health education curricula. The HECAT results can help schools and districts select or develop appropriate and effective health education curricula, strengthen their delivery of health education, and improve their ability to influence healthy behaviors and healthy outcomes among school age youth.

The HECAT is based on the characteristics of effective health education curricula and the National Health Education Standards. The HECAT includes an overview of school health education, background information about the review and selection of health education curricula, guidance to consider when undertaking a curriculum review, and tools to analyze a variety of health education curricula. It is designed to analyze commercially-packaged health education curricula. However, guidance is provided to help schools use the HECAT to review and improve locally-developed curriculum.

Under a cooperative agreement with CDC-DASH, the Rocky Mountain Center for Health Promotion and Education (RMC) has developed training facilitation protocols to help state health education leaders build up the local school districts's abilities to use the HECAT for health education curriculum review and selection, and to help district health and curriculum coordinators facilitate health education review and selection processes.

The purpose of the HECAT Training Capacity-Building Project is to build the capacity of health education leaders in state education agencies and large urban school districts to disseminate the HECAT and offer training to their constituents. The Tools to Practice for School Health (T2P) team at RMC will work with five state or local education agencies to build their capacities to disseminate and provide professional development on the HECAT.

The SD Health Education Standards are available online at <http://www.doe.sd.gov/contentstandards/health/index.asp>.

**RECOMMENDED ACTION:** No action necessary; information item only.

**SUBJECT: Report on the K-12 Classroom Assessment**

**RECOMMENDED ACTION:** No action necessary; information item only.

**SUBJECT: Secretary's Report**

**BACKGROUND:** Secretary Melmer will report on the following items:

- State Aid Study Task Force Report,
- NCLB Growth Models, and
- Legislative Update.

**RECOMMENDED ACTION:** No action necessary; information item only.

**SUBJECT: Public Hearing – §§ 24:15:01:01 Definitions, 24:15:02:03 Validity of Certificate, 24:15:03:02 Five-Year Certificate, 24:15:03:05 Fee for a South Dakota Certificate, and 24:15:03:11 Applicants From Out-of-State with National Board Certification, and 24:15:03:12 Ten-Year Certificate**

**BACKGROUND:**

Through the efforts of the *EveryTeacher* grant, there has been strong emphasis on encouraging educators to continue along a path of career growth. The department has supported beginning teachers with mentoring and the New Teacher Academy. Through a number of initiatives, which include coursework and financial incentives, the department has encouraged existing teachers to pursue advanced certification in the manner of both National Board Certification and master's degrees.

Following the conclusion of the *EveryTeacher* grant in September 2006, the department wishes to continue incentives for educators to achieve advanced certification and to reward them for their efforts. The proposed administrative rule amendments would allow a teacher who obtains an advanced degree and/or National Board Certification to receive a one-time, ten-year, renewed teaching certificate in acknowledgement of the amount of work the teacher put into obtaining the advanced training. The fee for the certificate would be \$50, which is less than the cost of two five-year certificates and is therefore another acknowledgement of the educator's achievements. If the educator has already renewed his or her certificate for \$30 and wishes to upgrade his or her certificate from a five-year to a ten-year, a \$20 fee will be assessed to run the his or her certificate.

Under the proposed rules, a teacher would receive the ten-year certificate without having to fulfill the standard renewal requirement of an additional six hours of credit because the teacher would already have surpassed the requirement through his or her work on the advanced degree or National Board Certification. Requiring such a teacher to obtain another six hours of credit would be time consuming and cost-prohibitive to him or her. The amended rules are intended to encourage individuals who are either thinking about or are working towards advanced certification to complete the work.

**Rational for:**

- The proposed rules would be a financial incentive for individuals to work towards an advanced degree.
- The proposed rules would recognize the amount of time and energy it takes to complete an advanced degree and would not require the individual to immediately take more coursework.

**Rational against:**

- None

**RECOMMENDED ACTION:** The Department of Education requests board approval of §§ 24:15:01:01 Definitions, 24:15:02:03 Validity of Certificate, 24:15:03:02 Five-Year Certificate, 24:15:03:05 Fee for a South Dakota Certificate, and 24:15:03:11 Applicants From Out-of-State with National Board Certification, and 24:15:03:12 Ten-Year Certificate.

**SUBJECT: Public Hearing – §§ 24:15:06:39 K-12 Mathematics Specialist Endorsement and 24:15:06:40 K-12 Science Specialist Endorsement**

**BACKGROUND:**

*Vision:* K-12 Math and Science Specialists are envisioned to be practicing or former classroom teachers with a deep understanding of the concepts they teach, an awareness of how concepts build from kindergarten through high school and beyond, and a broad vision of what it means for K-12 students to know and be able to do mathematics and/or science. The specialist is expected to be accomplished at evaluating student understanding and diagnosing misconceptions, to be able to draw upon a wide array of pedagogical strategies and educational research, and to be skilled at facilitating learning among all students. The specialist is also expected to be an instructional leader with expertise in supporting the professional growth of other teachers and in providing guidance for parents, administrators, and the broader community about issues related to the improvement math and science education.

While math specialists and science specialists will differ in their areas of content expertise, many of the pedagogical and leadership competencies pertain across both disciplines. Due to the overlapping nature of these competencies, a specialist in one area might choose to become a specialist in the other area as well, thereby strengthening his or her capacity to provide exemplary classroom instruction in both disciplines and serving as an even more valuable resource within a school and beyond.

*Planning History:* The concept of K-12 math and science specialists arose from inquiries from K-12 practitioners who are eager to pursue endorsements in math and science akin to the K-12 Reading Specialist. South Dakota's Center for the Advancement of Mathematics and Science Education, located at BHSU, initiated the planning process in early 2005. To date, input has been provided by Department of Education staff, the Board of Regents Education Discipline Council (comprised of deans of education), math, science, and education faculty from across the state, and a panel of leading K-12 teachers.

Throughout this process, there has been clear consensus in favor of creating math and science specialist programs. The following questions have generated rich discussions, but also sometimes compelling, yet competing arguments:

- ❖ Should programs be K-12 or should they be split between K-8 and 7-12?
- ❖ Should separate certifications be created for each discipline or should an interdisciplinary program covering both Math and Science be created?
- ❖ Is an endorsement sufficient, or do the desired competencies demand that a complete new master's degree program be developed instead?

*Recommendation*

The proposed rules span K-12, but with the recognition that individual specialists are likely to have deeper expertise at the grade levels they teach. Also, these rules represent *endorsements*, as distinct from a complete master's degree, but their enactment is not meant to preclude the development of new master's degrees. Rather, these endorsements are intended to be potentially



useful within a master's program and to serve additional audiences. The following categories of practitioners are seen as potential audiences:

- ❖ Those who wish to embed a math or science specialist endorsement within an existing master's degree program; and
- ❖ Those who have already completed a master's degree and/or National Board Certification, and who are eager to deepen their content, pedagogical, and leadership skills related to math and/or science, and who would benefit from having the endorsement added to their license as demonstration of special competence in math and/or science education.

It is envisioned that any new master's degree programs in mathematics or science education would incorporate and expand upon the endorsement competencies.

**Rationale For:**

- Currently, there is a K-12 reading specialist endorsement program in administrative rules.
- NCLB requires proficiency in both reading and math and will require proficiency in science within the next two years.

**Rationale Against:**

- None

**RECOMMENDED ACTION:** The Department of Education requests board approval of §§ 24:15:06:39 K-12 Mathematics Specialist Endorsement and 24:15:06:40 K-12 Science Specialist Endorsement.

**SUBJECT: Public Hearing – Article 24:16 Teacher Preparation Program Approval**

**BACKGROUND:** South Dakota Codified Law 13-42-3 establishes the authority of the South Dakota Board of Education to develop the requirements that institutions must meet in order to gain approval of their teacher preparation programs. These requirements are set forth in article 24:16 Teacher Preparation Program Approval.

The proposed rules establish the process for the accreditation and program approval of teacher preparation programs. The rules are closely aligned to the requirements of the National Council for Accreditation of Teacher Education (NCATE), and perhaps most significantly, each program within the rules is aligned to national standards.

With the national impact of NCLB, the department wishes to ensure that candidates in South Dakota teacher preparation programs are well prepared, highly qualified, and able to impart learning.

**Rationale For:** The South Dakota Department of Education is required to reapply to NCATE to update its partnership agreement. To meet NCATE's reapplication requirements, South Dakota's teacher preparation programs must be aligned to national standards.

**Rationale Against:** None.

**RECOMMENDED ACTION:** The Department of Education requests board approval of Article 24:16 Teacher Preparation Program Approval.

**SUBJECT: Public Hearing – Science Alternate Content Standards for Science and Achievement Descriptors**

**BACKGROUND:** During 2004-2005, alternate content standards and achievement descriptors for reading and math were created, approved, and implemented for students with significant cognitive disabilities. By the year 2007, alternate content standards for science must be developed. The No Child Left Behind Act, requires that the alternate assessment be aligned to alternate achievement standards specific to each grade 3-8 and 11.

Workgroups of general classroom teachers and special educators met in July 2005 to develop the science alternate content standards and achievement descriptors at each K-12 grade level. These alternate content standards and alternate achievement descriptors will be the basis for the alternate science assessment.

The alternate academic content standards and corresponding assessments are designed to meet the requirements of NCLB and have been presented to the U.S. Department of Education as evidence for the Title I Peer Review of state standards and assessments. All states must be in full compliance with the requirements of Title I, Part A of NCLB for reading and math by July 1, 2006. The science alternate academic standards and assessment will be peer reviewed later, along with the general science assessment.

The science alternate content standards and achievement descriptors were posted on the Department of Education webpage for public comment on November 23, 2005 and remained open until January 16, 2006. As of January 6, two comments had been received with no objection to board approval. Notices for comment were sent out on the special education listserv, special education alternate listserv, and to special education directors.

During the public comment period, the department's assessment team met with the Technical Advisory Committee. At this meeting it was determined that the way the achievement descriptors were formatted led to a two-dimensional expectation at each achievement level. In order to resolve this concern, phrases referring to frequency, setting, and support have been removed from the descriptions within each achievement level in the Summary Document. These additional factors have been placed in a separate table below the actual achievement descriptors and are labeled "Continuum of frequency, setting, and support". By making this formatting change, the alternate achievement descriptors will mirror the format of the general content standards and achievement descriptors.

Approval of the alternate content standards for science would allow teachers to implement the standards for the 2006-2007 school year for students with significant cognitive disabilities and would allow the department to proceed with the development of the alternate science assessment slated for administration during the spring of 2007. This approval allows students with significant cognitive disabilities to participate in the state science assessment.

**RECOMMENDED ACTION:** The Department of Education requests board approval of the science alternate content standards and achievement descriptors. Additionally, the department asks that the approved format of the achievement descriptors for the science alternate content standards be adopted and applied to the approved reading and math alternate content standards.

**SUBJECT: First Reading - § 24:15:06:41 Grade K Through Grade 8, Grade 7 Through Grade 12, and Grade K Through Grade 12 Special Education Endorsement**

**BACKGROUND:** South Dakota has three different special education preparation programs:

- 1) K-8 Special Education/Elementary Education,
- 2) Birth through age eight early childhood and birth through age eight special education program, and
- 3) K-12 Special Education Program.

Currently, there is only one special education endorsement program, the birth through preschool special education endorsement program. Under the current rules, if a practicing teacher wishes to become a special education teacher beyond the birth to preschool level, he or she would be required to take the required coursework and to student teach. This is often discouraging for an employed teacher who cannot take the necessary time to complete the student teaching requirement. Additionally, individuals who come to South Dakota from out of state may have preparations that are categorical in nature, making it impossible for the department to match up coursework that would grant them endorsements; this prevents them from being able to be hired in a special education capacity. The proposed rules would create a special education endorsement that would support both of these groups by allowing them to obtain a certification in special education that would not sacrifice any of the quality or depth of the existing programs.

The proposed rules were formulated with the input of a widely-represented group of individuals that included:

- Council for Advancement and Support of Education (CASE),
- Higher education faculty,
- Special Education Advisory Council,
- Special Education teachers, and
- Department of Education staff.

The proposed rules create three levels of endorsements: K-12, K-8, and 7-12.

**RECOMMENDED ACTION:** The Department of Education requests board approval to move § 24:15:06:41 Grade K Through Grade 8, Grade 7 Through Grade 12, and Grade K Through Grade 12 Special Education Endorsement to a public hearing during the March Board of Education meeting.

**SUBJECT: First Reading - § 24:43:08:12 Adding Waivered Course Credits to High School Transcripts**

**BACKGROUND:** Currently, districts must apply to the department to receive an exemption from administrative rule if they wish to allow eighth-grade students to take high school courses that apply to the requirements for high school graduation; therefore, the department would like to establish a consistent approach for the placement of such credits on students' K-12 transcripts.

To meet the criteria for the South Dakota Opportunity Scholarship, any high school courses taken in the 8th grade must be recorded on the high school transcript with the unit of credit and a letter grade. In addition, the unit of credit must be included in the credits required for high school graduation and the letter grade must be calculated in the high school cumulative grade point average.

**RECOMMENDED ACTION:** The Department of Education requests board approval to move § 24:43:08:12 Adding Waivered Course Credits to High School Transcripts to a public hearing during the March 2006 Board of Education meeting.

**SUBJECT: First Reading - § 24:43:11:08 Testing Requirements**

**BACKGROUND:** During the repeal and transfer of the accreditation rules in 2004 from 24:03 to 24:43, a testing rule requirement was repealed that now needs to be reinstated as it currently supports the South Dakota Career Assessment Program (SDCAP), an aptitude and interest assessment.

The SDCAP, which is funded by the department, is annually administered to South Dakota eighth- and ninth- grade students. This assessment serves as the foundation for all career planning efforts with students by providing them with a profile of their interests and aptitudes, measurements on visual speed and accuracy, verbal results, space visualization, numeric reasoning, and numeric ability. Approximately 11,000 students participate each year.

**RECOMMENDED ACTION:** The Department of Education requests board approval to move § 24:43:11:08 Testing Requirements to a public hearing during the March Board of Education meeting.

**SUBJECT:** Update on the Teach For America Program

**RECOMMENDED ACTION:** No action necessary; information item only.

**SUBJECT: Program to Program Articulation Agreements Between Regental Institutions and Southeast Technical Institute**

**BACKGROUND:** One hundred and sixteen proposed articulation agreements have been submitted to Southeast Technical Institute (STI) for consideration. All agreements reviewed by the Senior Administrator and returned to the universities for refinement have been completed. A summary spreadsheet follows. Copies of the proposed agreements will be provided to the Board of Regents. Dr. Lesta Turchen will have copies of the agreements for review at the upcoming Board of Regents meeting.

The table below summarizes the number of agreements proposed by each university. This does not include agreements that the universities may still be drafting but have not yet submitted to the Senior Administrator.

University	Number of drafts sent to STI for review	Number of drafts being revised by the university prior to sending to STI
BHSU	17	0
DSU	27	0
NSU	18	0
SDSU	24	0
USD	30	0
<b>TOTAL</b>	<b>116</b>	<b>0</b>

**Recommended Action:** Southeast Technical Institute requests board approval of the proposed articulation agreements between Southeast Technical Institute and Regental institutions contingent on budget approval by the 2006 legislature, the signing of the Memorandum of Agreement between the Board of Regents and the Board of Education, and the agreement on program requirements between the Senior Administrator and Southeast Technical Institute.



**SUBJECT: Adoption of Career & Technical Institute Facility Fee Resolution**

**BACKGROUND:** Following are the updated technical education cash flow projections based on the board's November approval of changing the current student facility fees from \$151 per semester for full time students and \$12.60 per hour for part-time students to a new flat rate of \$10.50 per hour, which would become effective July 1, 2006.

**RECOMMENDED ACTION:** South Dakota's four career and technical institutions request that the board adopt the proposed facility fee resolution.

**SUBJECT: Update on and Discussions with the Career & Technical Institutes**

**BACKGROUND:** The board and the four career & technical institutes will discuss the following items:

- Unified accounting and reporting format;
- Five-year update on BIT (Revenue sources, number served and in what areas);
- Long-term maintenance and repair and long-term construction plans;
- Short and long-term capital needs (technology/equipment); and
- Contract policies and procedures with staff.

**RECOMMENDED ACTION:** Determine what actions need to be taken by career and technical institutes and/or the board.

**SUBJECT: Board and Committee Reports**

**BACKGROUND:** President Duncan will report on the U.S./China Joint Education Conference.

**RECOMMENDED ACTION:** No action necessary; information item only.

**SUBJECT: Elementary Primary Spanish Pilot Project**

**BACKGROUND:** Primary Spanish is a program designed to increase foreign language awareness among elementary school students. The program was piloted in select South Dakota elementary schools during the 2004-2005 school year. The department will report on the outcome of the pilot program.

**RECOMMENDED ACTION:** No action necessary; information item only.

**SUBJECT: Presentation of Year One Reading First Data**

**BACKGROUND:** The *No Child Left Behind Act* established Reading First as a new, high-quality, evidence-based program for U.S. students. The Reading First initiative builds on the findings of years of scientific research, which, at the request of Congress, were compiled by the National Reading Panel.

Reading First is a focused, nationwide effort to enable all students to become successful early readers. South Dakota has received a \$14 million dollar grant to help eligible school districts achieve this goal over a six-year period. The 2004-2005 school year was the first year of implementation of Reading First in South Dakota fifteen schools.

**RECOMMENDED ACTION:** No action necessary; information item only.

**SUBJECT: Update on the Office of Indian Education**

**BACKGROUND:** Indian Education Director Keith Moore will report on the CCSSO Strengthening Partnerships for Education of American Indian, Alaska Native and Native Hawaiian Conference. The conference was held in Rapid City in October and attended by both Moore and Secretary Rick Melmer.

Moore will also give an overview of the Gear Up Grant and where the department is in its implementation process.

**RECOMMENDED ACTION:** No action necessary; information item only.

**SUBJECT: Request Approval of Accreditation of Eagle Butte Si Tanka College Teacher Preparation Programs**

**BACKGROUND INFORMATION:** The department began working with the Eagle Butte Si Tanka College campus upon the closure of the Huron Si Tanka campus. At the last accreditation review in the spring of 2004, there were several areas of concern, most of which pertained to the Huron campus.

A focus visit was held at the Eagle Butte campus on October 20, 2005. A review of the unit standards found in chapter 24:16:01 through 24:16:08 has found that all standards have been met.

During the November board meeting, the board postponed action on the approval of the accreditation of the Eagle Butte Si Tanka College teacher preparation programs until the January meeting. The department agreed to get copies of the 2004 and 2005 Si Tanka review documents to the board prior to the January board meeting so the board could review examine the review history of the Eagle Butte campus in detail.

**RECOMMENDED BOARD ACTION:** The Department of Education respectfully requests that the board approve accreditation of Eagle Butte Si Tanka College teacher preparation programs until the next onsite review, which is scheduled for the fall of 2009.

**SUBJECT: First Reading – Revised K-12 Social Studies Content Standards**

**BACKGROUND:** As a part of the content standards revision cycle, the K-12 social studies standards were recently revised. The revision process began during the summer of 2005. The standards are in their final draft form and are ready for their first hearing.

**RECOMMENDED ACTION:** The Department of Education requests board approval to move the revised K-12 social studies content standards to a public hearing during the March board meeting.



**SUBJECT: Report on the 2010 Education Initiative**

**BACKGROUND:** The department will present information on the 2010 Education Initiative, which was announced by Governor Rounds on January 4, 2006 in Beresford South Dakota.

Additional information on 2010E is available online at [www.2010education.com/](http://www.2010education.com/).

**RECOMMENDED ACTION:** No action necessary; information item only.

**SUBJECT: Board Work Group Development**

**BACKGROUND:** The board will discuss which areas of interest each board member would like to focus on. Areas include Native American education, early childhood development, career and technical institute governance, legislative issues, education service agencies, and content standards.

**RECOMMENDED ACTION:** Determine which board member will represent the Board of Education in each area of interest.

**SUBJECT: Date and Time of Next Meeting**

**BACKGROUND:** The next regularly scheduled meeting is March 20-21, 2005 in Pierre.

**RECOMMENDED ACTION:** Confirm the next scheduled meeting date.